

MARYSVILLE PILCHUCK HIGH SCHOOL CAMPUS

workshop #2 – 12.03.08



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workshop agenda

1. **Introductions with Project Hopes & Concerns**
2. **High School Planning**
 - Looking to the Future
 - How People Learn
 - Study Tours Review
 - Powerful Learning Environments
3. **Breakout Session**
 - What educational experiences and environments support the Guiding Principles?
 - Report out
4. **Conclusion**
 - Summary
 - Homework

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Amy Armstrong	Jennifer Ham	Pete Lundberg
Arden Watson	Jim Baker	Ray Houser
Brian Kessler	John Bingham	Ryan Hauck
Cindy Erickson	Karen Epperson	Shawn Stevenson
Frank Monkman	Kyle Kinoshita	Susan Longstreth
Fred Dahlem	Larry Nyland	Tracy Suchan-Toothaker
Gail Miller	Loretta Boerger	

Amy Yurko (BrainSpaces)	Todd Ferking (DLR Group)
Craig Mason (DLR Group)	Victoria Bergsagel (Architects of Achievement)
Kelley Tanner (DLR Group)	Mike Casey (MSVL)

your hopes & concerns

hopes

concerns



concerns



concerns



your hopes & concerns

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hopes

concerns

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the case for innovation

looking to the future

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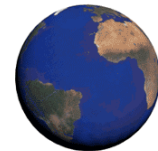
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Did you know?



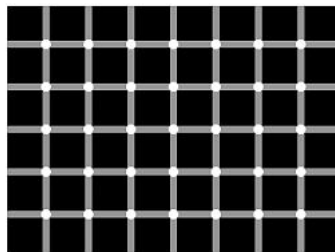
the case for innovation

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visual activity:

the power of Brain-Based Learning



21st century learner

powerful learning experiences

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- Think of your life's most powerful learning experience
- What qualities made it meaningful?

powerful learning experiences

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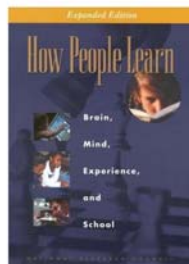
- What are the qualities of authentic learning that we want to replicate in our schools?
- What common themes do we see?
- What common needs?



how people learn

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- Active, inquiry-based learning
- In-depth learning
- Performance assessment



Source: *How People Learn*
(National Research Council, 1999)

there are no digital natives

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Digital Native & Immigrants

Which are you?

Since 2004...

- Face book
- You Tube
- My Space
- Flickr
- Twitter
- Cha Cha

How will we use these things for learning?

there are no digital natives

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Moore's Law

- Law of Accelerating Returns
- Processing speed doubles every 18 months
- It's really about asking a better question, isn't it?

Metcalf's Law

- $N(N-1)/2$
- $2(2-1)/2 = \text{One relationship}$
- $25(25-1)/2 = 300 \text{ relationships}$
- Networks = Relationship
- The Wiki World
- **Students work harder for their peers than their teachers**



born to be wired

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Integrating Technology into Design

- Wireless connectivity + structured cabling
- Two-way video connectivity
- Adaptable, efficient systems



Technology Features for Instruction

- Maximized use of IT infrastructure
- Cyber Café
- Webcast learning
- On-line resources/ 24-7 Instruction



brain rules

Every brain is wired differently

- Personalization

We're powerful and natural explorers

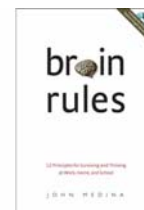
- Inquiry and rigor

We don't pay attention to boring things

- Relationship, patterns and emotions

Stimulate more of the senses

- Project-based, integrated learning



Source: Talaris Research Institute (2001), Medina (2008)

There is no doubt whatever about the influence of architecture and structure upon human character and action. We shape our buildings, and afterward they make us.

Winston Churchill

study tours – glenn

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What worked well for you?

- The way the grade levels and schools were organized (**space relationship**).

Key lessons learned?

- That if we **all work together** we can truly see success (strong leadership down).



study tours – glenn

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Focus moving forward?

- We need to look at **how our leadership and school vision directs** the success of the school.

Personal intensions?

- **Change the way I teach and think.**

Anything else?

- More people that think that teaching behind closed doors is the way to teach. **Take the doors off** and be free.



study tours – maureen

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What worked well for you?

- The trip was well organized. It was very beneficial to have the "end of the day" debriefings.

Key lessons learned?

- Everyone must buy into the common vision. The SLCs that did not have a strong buy in did not seem to be performing as well as the SLCs the had a common vision that was supported by all staff. There needs to be some campus wide expectations that every SLC follows.

Focus moving forward?

- Look at what is the most cost effective way to redesign MPHS. Kearny is similar to our school's structure, I believe we can work well with what we have on our campus.

Personal intensions?

- Learn more about the AVID program

study tours – cindy

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What worked well for you?

- It was good to go into classrooms and speak with students as well as observing the teachers. The best thing though was a very open conversation with a couple of students at Kearny during their lunch as well as a discussion with a group of students which one of the principals allowed at least one of the groups to do.

Key lessons learned?

- That given time the idea of being in a small school within a larger campus is one students really do like. They feel like they are cared about as a person and they would not want to go back to the idea of a large school. The first few years might be hard because some of the students still hold to wanting to be with all their friends from the larger school but soon enough students find that they still have ways of seeing those friends and later it tends to be most of their true friends are those they share daily work and schedules with. I think it is a good idea to have just one lunch time, or two since MPHS is so large, so that students can mingle between schools, this is something that is done at both schools visited which I believe helps keep students of different schools connected so that when they attend sporting events they can feel like one school supporting that event.

study tours – cindy

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Focus moving forward?

- How the physical building will look so that it is **possible to tell that it isn't just one big school but that there are schools within the school**. I think students and staff would feel more like they are in their own school if there is a way to distinctly tell they are in their school. This can mean different things for different people but I think it is necessary in order to feel more connected.

Personal intensions?

- I will continue to **tell the community members** that ask me about SLCs that I believe they work and give them examples of why I believe that to be true. I can give them bits of my conversation with actual students who are in SLCs and why they wouldn't change things if they could. I would be able to tell them how much it means to **students to be known by all their staff**, it was clear that at least at Kearny where I saw much more staff interaction with students, that staff knew students by name and students respected staff in a different way than they do here at MPHS.

study tours – cindy

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Anything else?

- I would say that to me **Kearny was a much better place to visit**. Though High Tech High was good in some ways I didn't really see how staff instructed their students nor did we speak to many students. Since High Tech High is a charter things are very different there, many of their teachers aren't yet certified to teach for example, for me **Kearny was much more like MPHS** not only in what it looks like but in how instruction is happening. This of course is coming from a person who is not an educator. Those that work with students on a daily basis would likely see things better, like instruction that is done without working with the whole group or a specific portion of the whole group. As a parent and community leader it is important to me to see how instruction is taking place, many parents often tell me that their student will have one or more teachers that don't seem to teach well, they know the subject but that the students aren't understanding it the way it is being taught to them. This is why for me it is important to be seeing how instruction is taking place .

study tours – karen

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What worked well for you?

- Having time to wander through the school and **interact with staff and students** was the most valuable use of my time. I was able to gain information that was most useful to me. Conversing with my peers about what I observed was also valuable. I would have **liked more time for group conversation** after our visits.

Key lessons learned?

- In order to successfully create "Community" within a school setting the building needs to have **areas for social interaction**.



study tours – karen

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Focus moving forward?

- First of all I strongly feel that the we need to **focus on developing strong "Guiding Principles"** before we can move forward. By this I mean have a clear direction / philosophy that our school (POC) agrees upon.

Personal intensions?

- I hope to be a strong voice to promote **positive energy / attitude** within my school



study tours – karen

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Anything else?

- Three pieces I noticed at both High Schools:
 - Strong Leadership**
 - A **clear direction** of where they were headed, (Guiding Principles / Philosophy)
 - Teachers who wanted to be there** and believed in the philosophy of the school.



study tours – frank

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What worked well for you?

- The **ability to question** principals and students directly.

Key lessons learned?

- That it is **possible to reorganize effectively** into SLCs with a **strong vision** from administration coupled with effective and engaging teaching in the classroom - **strong leadership must occur though**.

Focus moving forward?

- Helping admin implement their **effective vision**, assisting and implementing **habits of thinking** in the classroom.

Personal intensions?

- Have **clear and direct purpose**.

study tours – gina

What worked well for you?

- Seeing different schools **was educational**.

Key lessons learned?

- It is not about space so much as it is kid centered. **What do kids like?** Projects! Meaningful presentations! Get outside of school and focus on community. Make kid's work matter.

Focus moving forward?

- **How to adapt what we have to utilize space better**. I liked the closets and storage rooms that had doors that you could write on!

Personal intensions?

- The one thing I am doing now, is making my room **a bit more transparent**. If you walk in, you will see the essential question and/or expectation/goal right there. **Project based assignments, more integration, more connections with kids....**

Anything else?

- It would be nice if **our PD training** was more centered around how to make our schools **more project based**. How can we make what the kids do more meaningful? How can **critical thinking** involve not ONLY literacy, but turning the literacy thinking into projects whose outcome rings of importance.

what students want

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3 Es

- Experience
- Explore
- Engage



Little Village Academy, Chicago Ross-Barney Jankowsky



Perspectives Charter High School, Chicago, P+W

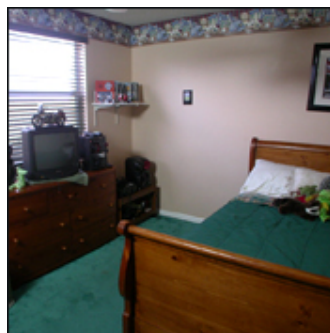


Inventors Hall of Fame, Akron, OH, Polshek Partnership

what students want

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before



after

what teachers want

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before

Thornbrooke Elementary School's teachers lounge boasts an institutional feel prior to its PTA-sponsored makeover by several savvy parents.



after

In honor of Teacher Appreciation Week, the teachers lounge at Thornbrook Elementary School is transformed into a cozy retreat that exudes an ambience of tranquility.

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powerful learning environments

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powerful learning environments

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MIT collaboration area
architect unknown

Academy Homepage Concept
DLR Group

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Mat Su Career & Technical High School - McCool Carlson Green

North Cascades Environmental Learning Center - HKP Architects

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powerful learning environments



Sidwell Friends Middle School – Kieran Timberland






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Minnesota Country Day School



Denver School of Science and Technology – Klipp Architects



Albert Lea High School – DLR Group

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Steinhart Aquarium installation at California Academy of Sciences – Urban A&O



McCormick Tribune Campus Center – OMA/Rem Koolhaas

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Alpharetta High School – Perkins+Will



Fossil Ridge High – RB+B Architects



High Tech High – The Stichter Design Group

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Boeing – DLR Group



Embry Riddle New Library – DLR Group

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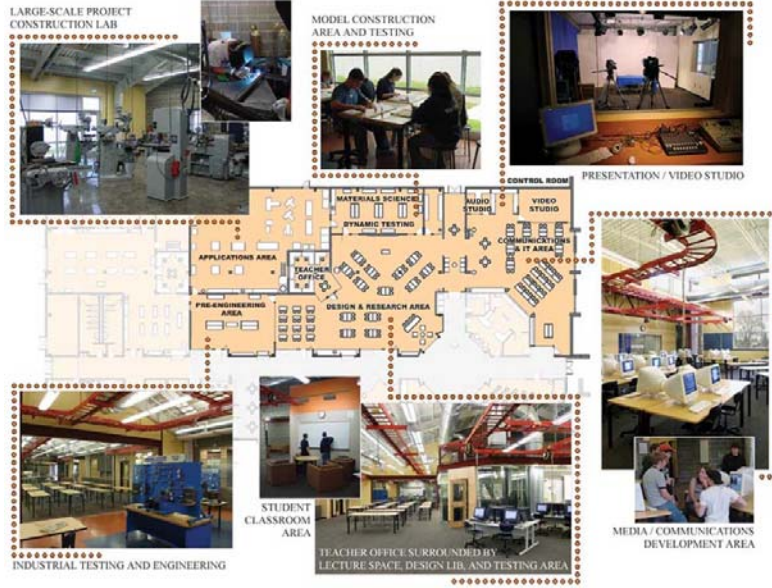


Jackson Community College Information & Technology Center – SHW Group

powerful learning environments

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Canby Applied Technology Center – Dull Olson Weekes Architects

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Marysville Getchell High School Campus - DLR Group

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Marysville Getchell High School Campus - DLR Group

guiding principles

“There is one thing worse than not being able to see.
Being able to see, but having no vision.”

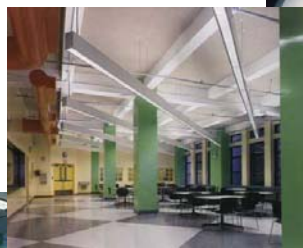
- Helen Keller

translations

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School for the Physical City, New York, NY
Rothzeit Kaiserman Thomson & Bee



Visualize the established Guiding Principals. How do they translate into activities & spaces?

Learning Activities

- Describe learning activities to be supported.
- Identify opportunities for informal/unstructured learning.
- What support and resources are available to students? To teachers?
- How is the community engaged in the learning process at the high school level?

Small Learning Communities

- How are SLCs structured? Themes? Grade-level? Other?
- Describe the degree(s) of autonomy for SLCs. What distinguishes SLCs from each other?
- How important is equity between SLCs?
- How small is small?
- How do administrators and student services support SLCs?
- How are students with special needs accommodated?
- How is learning celebrated in the school and shared among SLCs?

Visualize the established Guiding Principals. How do they translate into activities & spaces?

Facility Implications

- What activities are supported within the SLCs?
- What activities can be shared and/or accommodated in shared spaces?
- How/where do students access support & resources?
- Explain the flexibility needs of SLCs and of the school as a whole.
- How do safety & security goals affect the school environment?
- Describe the aesthetic goals for the school/campus.

conclusion

1. Summary
2. Homework:

Ask your students about how they learn and access information.